

AMENDMENTS TO THE CLAIMS

This listing of claims will replace all prior versions and listings of claims in the application:

Listing of Claims:

1.-7. (Canceled)

8. (Previously presented) A method of teaching dyslexic individuals, comprising:

- a. providing an apparatus, comprising,
 - i) a binder comprised of a generally rigid material and having a first section and a second section, both sections being pivotably associated with each other by a middle hinge portion;
 - ii) means for generating at least one audio sound from a set of a plurality of possible audio sounds in response to an actuating signal; and,
 - iii) a plurality of pages associated with said binder, each page comprising a first side and a second side, each said page having a plurality of discrete regions comprising:
 - (1) a first region comprising a set of printed instructions,
 - (2) a second region comprising at least one three-dimensional structural graphic image, said image containing at least one figure,
 - (3) a third region comprising a given three-dimensional word,
 - (4) a fourth region comprising a guide for pronouncing said word,
 - (5) a fifth region comprising a definition of said word,
 - (6) a sixth region comprising the spelling of said word, and
 - (7) a seventh region comprising a guide for pronouncing said word;
- b. displaying a particular word of interest;
- c. actuating one of a plurality of buttons such that said speaker reproduces the sound of said word;

- d. directing said individual to look at the three-dimensional, raised letters version of said word;
- e. providing a written guide for the definition of said word;
- f. directing said individual to look at said three-dimensional structural graphic image;
- g. directing said individual to identify with the action of said figure in said three-dimensional structural graphic image;
- h. relating said word with the action of said three-dimensional structural graphic image;
- i. providing a three-dimensional visual display of raised letters for seeing how said word is spelled;
- j. providing a written guide for pronouncing said word;
- k. providing an example of a sentence using said word and related to said three-dimensional image;
- l. directing said individual to construct at least one sentence incorporating said word and using said definition;
- m. directing the individual to construct with said individual's imagination an image of the raised letters of said word and projecting it above and in front of said individual's head;
- n. directing said individual to point to each letter in said individual's imagination image as said individual spells said word backward, and then forward;
- o. providing a raised letter version of the upper and lower case alphabet;
- p. providing a raised set of punctuation symbols;
- q. providing a movable eye marker; and,
- r. providing a plurality of three-dimensional images of pause points of different length associated with three-dimensional bumps to touch and stop eye movement left to right, illustrating the duration of pause at each of said punctuation marks.

9. (Currently amended) An apparatus for teaching dyslexic individuals, comprising:
- a. a binder comprised of a generally rigid material and having a first section and a second section, both sections being pivotably associated with each other by a middle hinge portion;
 - b. at least one audio sound generator for generating a set of a plurality of possible audio sounds in response to an actuating signal;
 - c. a plurality of first pages associated with said binder, each page comprising a first side and a second side, each said page having a plurality of discrete regions comprising:
 - i) a first region comprising a set of printed instructions,
 - ii) a second region comprising a three-dimensional structural graphic image,
 - iii) a third region comprising a given three-dimensional raised and textured word which is part of said page,
 - iv) a fourth region comprising a guide for pronouncing said word,
 - v) a fifth region comprising a definition of said word,
 - vi) a sixth region comprising a three-dimensional and textured area providing the spelling of said word, and
 - vii) a seventh region displaying a guide for pronouncing said word; and,
 - d. at least one second page having a raised set of punctuation symbols spaced across said-said second page.

10. (Currently amended) The apparatus of Claim 9, further comprising a movable eye marker comprising an elongated length of first material slidingly associated with a length of second material, said second material associated with said a portion of said second page, said movable eye marker being horizontally slidable along said second material and across at least a portion of said second page so as to focus the user on the particular punctuation symbol of interest and selectively allow the user to move or hold stationary said movable eye marker-stationary.

11.-14. (Canceled)

15. (Previously presented) An apparatus for assisting an individual in learning how to read, and, in particular, learning to read the rhythm of reading generated by punctuation marks, comprising:

- a. a raised set of punctuation symbols;
- b. a movable eye marker comprising an elongated length of first material slidingly associated with a length of second material, said second material associated with said a portion of said page; and
- c. a plurality of three-dimensional representations of pause points of different length associated with raised indicia to touch and stop eye movement as said individual's eyes travel from one point on said page to a second point on said page, said three dimensional indicia illustrating the duration of pause at each of said punctuation marks.

16. (Previously presented) An apparatus for assisting teaching multi-sensory and dyslexic individuals to recognize and use punctuation marks correctly, comprising:

- a. a plurality of three-dimensional, stationary, textured, raised punctuation symbols representing said punctuation marks, spaced across a page, showing their shape and position along a text line, and associated with at least one three-dimensional, stationary, textured, raised stop and pause markers above said punctuation symbols on said page, said at least one marker having visual indicia that indicate how long to stop at each punctuation symbol; and,
- b. a movable eye marker comprising an elongated length of first material slidingly associated with a length of second material, said second material associated with said a portion of said page whereby said marker can be moved across the page, and stop at each three-dimensional, stationary, textured, raised punctuation symbol for the correct pause or stop before being moved on to the next three-dimensional, stationary, textured, raised punctuation symbol.

17. (Previously presented) The apparatus of Claim 16, wherein said page has a plurality of horizontal lines.

18. (Previously presented) The apparatus of Claim 16, wherein said movable eye marker has a set of visual indicia associated at one end thereof to draw the attention of the student to said movable eye marker.
19. (Previously presented) The apparatus of Claim 18, wherein said movable eye marker set of indicia is at least one visual depiction of a stylized eye.
20. (Canceled)
21. (Previously presented) The apparatus of Claim 10, wherein said movable eye marker comprises a loop of a first material.
22. (Currently amended) An apparatus for teaching dyslexic individuals, comprising:
- a. a binder comprised of a generally rigid material and having a first section and a second section, both sections being pivotably associated with each other by a middle hinge portion;
 - b. means for generating at least one audio sound from a set of a plurality of possible audio sounds in response to an actuating signal; and,
 - c. a plurality of pages associated with said binder, each page comprising a first side and a second side, each said page having a plurality of discrete regions comprising:
 - i) a first region comprising a set of printed instructions,
 - ii) a second region comprising at least one three-dimensional structural graphic image, said image containing at least one figure,
 - iii) a third region comprising a given three-dimensional word,
 - iv) a fourth region comprising a guide for pronouncing said word,
 - v) a fifth region comprising a definition of said word,
 - vi) a sixth region comprising the spelling of said word, and
 - vii) a seventh region comprising a guide for pronouncing said word;
 - d. a written guide for the definition of said word;
 - e. a three-dimensional visual display of raised letters for seeing how said word is spelled;

- f. a written guide for pronouncing said word;
- g. a raised letter version of the upper and lower case alphabet;
- h. a raised set of punctuation symbols;
- i. a movable eye marker; and,
- j. ~~a plurality of three dimensional images of pause points of different length associated with three dimensional bumps to touch and stop eye movement left to right, illustrating the duration of pause at each of said punctuation marks~~ a plurality of punctuation symbols, each punctuation symbol being associated with a three-dimensional pause symbol providing a visual indication to pause, and further comprising a plurality of sets of pause markers associated with at least one said punctuation symbol and said pause symbol, each set of pause markers providing an indication for the reader to pause in movement across said page, the number of pause markers in one set of pause markers being correlated to the normal length of pause associated with the particular punctuation symbol with which said set of pause markers is associated.

23. (New) The apparatus of Claim 9, further comprising a plurality of punctuation symbols, each punctuation symbol being associated with a three-dimensional pause symbol providing a visual indication to pause, and further comprising a plurality of sets of pause markers associated with at least one said punctuation symbol and said pause symbol, each set of pause markers providing an indication for the reader to pause in movement across said page, the number of pause markers in one set of pause markers being correlated to the normal length of pause associated with the particular punctuation symbol with which said set of pause markers is associated.